

**Piute High School**  
**Large Group Abstract**

A college night for juniors, seniors and their parents was presented in connection with parent-teacher conferences on November 9, 2006. A representative from the SUU financial aid department was the presenter. A college handbook was also designed with general college information, financial aid and scholarship listings. This handbook was given to everyone at the college night, to all seniors who didn't attend and to any parents or students who were interested. All parents and students who attended the college night felt that it was helpful information and were free to ask questions. Of the seniors who were planning on attending college, 62% either applied for financial aid, received a scholarship or both. Parents who have their first child getting ready for college are more likely to attend college night. It is important to get the information to all seniors and parents – especially those who are unable to attend college night.

## **Utah CCGP –Guidance Activities Action Plan (Large Group) 2006-2007**

**School:** Piute High School

**District:** Piute

**Target Group:** Juniors and Seniors (Grades 11-12)

**Counselor:** Betsy Cazier

**Target Group selection is based upon the following data/information/school improvement goals:** 1) needs assessment surveys sent to parents, teachers, community members, and students indicated that college and scholarship information was not adequate. 2) School improvement plan goal #1 – increase effectiveness of counseling department especially in the areas of financial aid and scholarship information, student and parent communication, and academic advisement.

**Guidance Lesson Content:** General college information, scholarships, financial aid

**DRSL:** – Students will evaluate and identify personal interests, abilities and qualities as they prepare for higher education and/or a career.

**CCGP Outcome:** AL:C2.4 and AL:C2.5

**Curriculum and Materials:** Presentation by a financial aid officer from SUU, Piute High School College Handbook, Financial Aid information

**Project Start/End:** Sept 1, 2006 to April 1, 2007

**Projected Number of Students Impacted:** 50

**Lesson Will Be Presented in Which Class or Subject:** Evening class in conjunction with parent-teacher conferences, also, individual SEOP meetings.

**Evaluation Methods:** College Night Surveys, Percentage of students going to college and receiving scholarships.

**Perception Data:** All parents attending believed that the information was useful.

**Results Data:** All seniors attending received scholarships. Only 3 parents and 1 student attended the college night, but the information was given to all of the seniors and to all of the juniors who wanted it. Out of 21 seniors, 4 are not planning on attending college, 1 has not yet applied, but has indicated her intention of attending and 16 have been accepted to at least one college 7 received at least one scholarship and 8 applied for financial aid.

**Implications:** Those interested in going to college can find ways to fund their education if they understand what steps to take and are willing to do so. It is anticipated that if more students and parents can be encouraged to attend college night – more students will go to college and receive scholarships and/or financial aid.

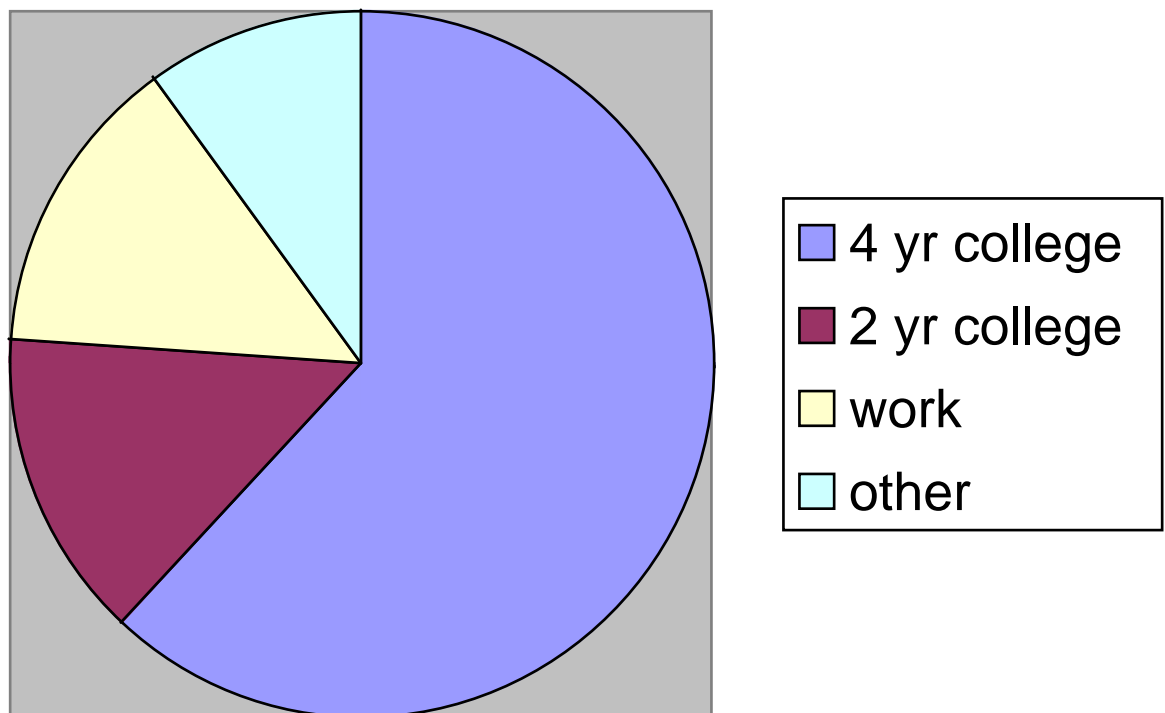
## Large Group Results Data

Total seniors: 21

Seniors planning on attending college (accepted to 2 year or 4 year colleges): 17 (81%)

Seniors who received a scholarship or who applied for financial aid: 13 (62%)

100% of seniors were given a FAFSA



**Piute High School**  
**Small Group Abstract**

A social skills group was held weekly for 10 weeks for students who were recommended by teachers and/or parents. Two of these students were referred by parents in the IEP meeting. Group was held during P.E. once a week because it was believed that it would be easiest to make up any missed assignments in this class. Out of the 6 students attending, 4 had an IEP, but only one was behavioral. The group met in an empty classroom and activities were designed to help students become better listeners, more self-aware, more empathetic, and introduced coping strategies. Every student was given an exit survey during the last group and each survey indicated that all students believed that group was helpful for them. Teachers were also asked to observe students' behaviors in the classroom and 67% of teachers indicated that there was improvement in students' behaviors.

## **Utah CCGP – Closing the Gap Action Plan (Small Group) 2006-2007**

**School:** Piute High School

**Counselor:** Betsy Cazier

**Target Group:** 7<sup>th</sup> and 8<sup>th</sup> grade students lacking social skills

**District:** Piute

**Target Group Selection Based on school mission statements** 1) Create a socially responsible lifelong learner who respects self and others; 2) Nurture the unique talents and self-worth of each individual.

**Guidance Lesson Content:** Communication skills, recognition of emotions, anger management, personality styles, values, emotional regulation.

**DRSL:** Students will learn and demonstrate communication skills expressing oral, artistic, written and nonverbal communication in a respectful manner.

**CCGP Outcome:** PS:A1 and PS:A2

**Curriculum and Materials:** A compilation of group strategies and lessons from various texts and handbooks.

**Start/End:** October 10, 2006 to January 23, 2007.

**Number of students impacted:** 6

**Lesson will be presented in which class or subject?:** 6<sup>th</sup> period once a week – during P.E.

**Evaluation Methods:** Student surveys, teacher observations.

**Perception Data:** According to the student surveys, all students participating indicated that they believed that what they learned in group was helpful for them.

**Results Data:** Teachers indicated that these students displayed more socially acceptable behaviors in class. In observing these students in their social interactions, most of them appeared to participate with their peers in more appropriate ways.

**Implications:** Some students may benefit from social skills training. Those who enjoy being in the group and believe that it is helpful in their lives, may receive benefits from just being in a group where they feel comfortable.

## **Small Group Results Data**

7<sup>th</sup> graders attending group: 6

Percent of teachers who saw behavioral improvement in the students attending group:  
67%

100% of students attending group believed that it was helpful for them